

September 13, 1988

Australian Choir to Perform Here

The highly acclaimed Tudor Choristers of Australia are coming to town with a concert Sunday, September 18 at 2:30 p.m. in Douglas College's Performing Arts Theatre in New Westminster.

"Exquisite, impressive and superb," are words critics have used to describe the Tudor Choristers who are on an eight-city performing tour of North America this month.

Highly regarded for their artistic interpretations of choral works from early Renaissance to 20th Century, the 25-voice choir will perform works by William Byrd, Thomas Tallis, Edmund Rubbra and J.S. Bach during the Douglas College performance.

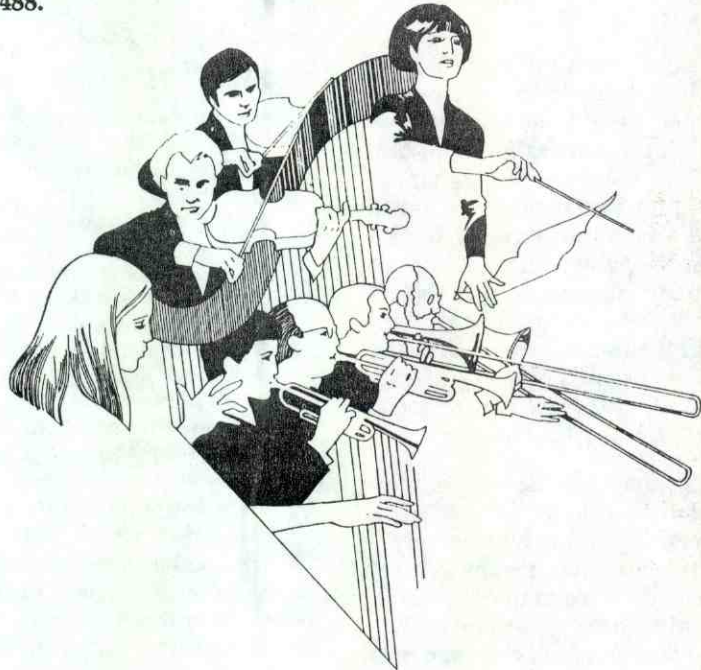
The Melbourne-based choir is under the expert guidance of Musical Director John O'Donnell, a master musician specializing in early music.

An organist, harpsichordist, conductor and musicologist, O'Donnell is Senior Lecturer and Acting Dean of the School of Music of the Victorian College of the Arts.

Recognized as a leader in the field of Baroque technique and interpretation, O'Donnell's recital tours have taken him to North America nine times, as well as to England, France and Switzerland.

Under his direction the Tudor Choristers have rapidly excelled since their founding in 1962, and have become one of Australia's outstanding choral groups.

Tickets for the Douglas College performance are \$6 general and \$4 for students and seniors. Tickets are available from the Douglas College bookstore, at the door, or by reserving through the theatre box office at 520-5488.



Preparing for Pregnancy and Childbirth

Pregnancy is a time of both excitement and apprehension. First-time parents face dozens of questions as they sift through myths and modern facts.

What are the best ways of coping with morning sickness? What is the father's role during pregnancy and childbirth? And experienced parents often wonder how they can help their older children adapt to living with a baby brother or sister.

A positive approach to pregnancy and childbearing is the aim of Douglas College's Perinatal Education Programs. They also

encourage family involvement in the process of welcoming a new member into the family.

The New Westminster college, working in co-operation with the Simon Fraser Health Units and the Burnaby Health Department, offers a series of courses for first-time parents and a refresher series for moms and dads who already have children. These courses are scheduled throughout the fall of 1988 and spring of 1989.

As well as the two co-operative series, Douglas College also offers a variety of special classes that focus on specific areas of interest,

Continued on Page 2

Pregnancy - continued

such as sibling preparation and planning for pregnancy.

"We're aiming at encouraging a positive experience which results in the healthiest baby possible," says Cathie Bissett, Douglas College's perinatal program co-ordinator.

She explains the Regular Series includes classes on early pregnancy that cover topics such as fetal development, dealing with common discomforts of pregnancy and lifestyle factors, such as nutrition and not drinking or smoking. Sessions on late pregnancy include discussion on labor and birth, and care for infants directly after birth. Classes are available at Coquitlam, Port Coquitlam, Port Moody, New Westminster and Burnaby locations.

The Refresher Series, held in Burnaby and Port Coquitlam, are aimed at parents who already have children but want to brush up on their techniques. Also divided into sessions on early and late pregnancy, these courses cover ways of enhancing the introduction of a new family member to older children, healthy lifestyle for pregnancy, discussion on past birth experiences, and a review of labor and birth preparation techniques.

One of the special classes entitled "Sibling Preparation," is held at Royal Columbian Hospital in New Westminster. Although the class is attended by the entire family, Bissett points out it's really aimed at the children, to help prepare them for the new baby.

Other special classes include Planning for Pregnancy, Cesarean/Vaginal Birth After Cesarean, Prenatal in a Day and

Prenatal/Postnatal Fitness Program.

For more information on Douglas College's Perinatal Education Programs, call Cathie Bissett at 520-5474 ■

INTERLOCK - Employee Assistance

- "I must be a born loser!"
"Work, the kids, the house - it's just too much! "I can't handle it anymore!"
- "People always seem to take advantage of me."
- "I'm not going anywhere in my career - I've lost interest in my job and nothing seems worthwhile. Some mornings it's not worth getting out of bed."
- "My partner and I just can't talk to each other anymore - where's this relationship going, anyway?"

These are typical thoughts expressed by people dissatisfied with some aspect of their lives. Some days it's hard to come to work without feeling preoccupied with such concerns. Depression, lethargy, low self-esteem, anxiety, frustration - such feelings don't have to be a "fact of life."

At Interlock, skilled professionals are available to assist you with your problems. In short-term counselling you will begin to learn more about yourself and how to take control of your self-defeating thoughts and feelings. You can improve your skills in stress management, assertiveness and communication and develop strategies to turn your problems around. Services are entirely confidential and available to you and your family members at no charge. To arrange an appointment, call Linda Korbin at the Interlock office - tel. 293-1871.

CLEANUP - PLEASE!!

We would appreciate your cooperation in ensuring that the classrooms are left in a tidy uniform condition. There is to be no smoking, eating or drinking in classrooms.

Tables, chairs and class room equipment are not to be removed from the classroom without authorization.

Thank you.

Chris Dean, Manager, Building Services & Facilities

CONSERVE ENERGY

It would be appreciated if an effort could be made by all to help conserve energy, thus reducing our operating budget.

Please turn lights off in areas not in use!

Thank you for your consideration.

Chris Dean, Manager, Building Services & Facilities



1988 FALL SEMESTER**GROUP ADVISING SESSIONS SCHEDULE****September 19 - 23, 1988**

All sessions start promptly at times advertised and are approximately 1 ½ - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Nursing - General**Monday, September 19**

1000 hours
Room 1715
Sharon

**Developmental Education, College
Preparation, English as a Second
Language, General Studies, Gr. 12
equivalency/completion**

Tuesday, September 20

0830 hours
Room 1803
Lorraine

**Office Administration
Certificate Programs and
Information Systems & Records Management
Diploma Program**

Wednesday, September 21

0830 hours
Room 1220
Georgina

**Dental Auxiliary Programs
(Basic Chairside and
Certified Dental Assistant)**

Wednesday, September 21

1000 hours
Room 2803
Linda

**Early Childhood Education Programs
(Basic & Post-basic)
Child Care Counsellor Program
(full-time & part-time)**

Wednesday, September 21

1400 hours
Room 1231
Lorraine

**Long Term Care Aide Programs
(Basic & Upgrading)
Home Support Worker Training Program**

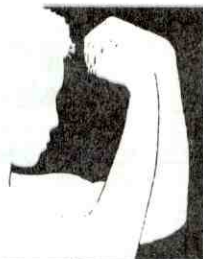
Thursday, September 22

0830 hours
Room 2221
Linda

**Access Nursing
Access I, III**

Friday, September 23

1400 hours
Room 1231
Georgina



F R E E

WORKSHOPS FOR WOMEN

FALL 1988

THE WOMEN'S CENTRE
DOUGLAS COLLEGE

These free workshops are designed for women who are interested in attending the college or for women who are already attending the college and who wish to learn skills that will help in the transition and make continued study successful. These workshops are offered by the Women's Centre in conjunction with the Douglas College Counsellors.

SEPTEMBER

Introduction to Stress Management for Women

Thursday, September 22, 1988
1200 - 1400 hours, Room 2802

Introduction to Test Anxiety for Women

Thursday, September 29, 1988
1200 - 1400 hours, Room 2802

OCTOBER

Introduction to Test Preparation Hints for Women

Thursday, October 6, 1988
1200 - 1400 hours, Room 2802

NOVEMBER

Introduction to Assertiveness for Women

Thursday, November 3, 1988
1200 - 1400 hours, Room 2802

Career Planning for Women

Tuesday, November 8, 1988
1000 - 1200 hours, Room 2221

Introduction to Interpersonal Communication Skills for Women

Thursday, November 10, 1988
1200 - 1400 hours, Room 2802

Introduction to Building Self-Esteem for Women

Thursday, November 17, 1988
1200 - 1400 hours, Room 2802

Introduction to Confidence Building for Women

Thursday, November 24, 1988
1200 - 1400 hours, Room 2802

DECEMBER

Introduction to Test Anxiety for Women

Friday, December 2, 1988
1000 - 1200 hours, Room 2804

Introduction to Test Preparation Hints for Women

Friday, December 9, 1988
1000 - 1200 hours, Room 2804

You can pre-register for these workshops in Room 2760 at the New Westminster campus of Douglas College or by calling 520-5486.



douglas college

700 Royal Avenue, New West, B.C.

• P.O. Box 2503, New Westminster, B.C. V3L 5B2

• 520-5400

THE WOMEN'S CENTRE

M E M O R A N D U M

TO: All College Personnel

FROM: W.L. Day, Acting Bursar

RE: Crowding and Space Problems - New Westminster Campus

At the last Management Committee Meeting, the matters of overcrowding and space allocation were discussed at some length. The following information may be helpful to you:

- 1) Expanded facilities in Maple Ridge are scheduled for 1991. Staff work is well under way, and there is strong political support for this move. Land acquisition should occur this fall, by a consortium of the College, the School District and the Municipality.
- 2) Work is under way for a Coquitlam Centre. There is strong local support, and a lot of effort will be made this year to further the concept in Victoria.
- 3) As a result of present and immediately foreseeable space problems, presentations have been made, and will continue to be made in Victoria regarding acquisition of temporary outside space, and the possibility of completing the present New Westminster campus by adding a 5th floor on the North building - provided for in the original design.
- 4) Terry Leonard and staff are at work, on building modifications to the existing structure, to ensure that all space is fully used. He is also working on the lease/rental of outside space that can act as a "safety valve" for the future.
- 5) Al Atkinson, Dean of Educational and Student Services, has been assigned the task of working with a representative group, and reporting back by the end of October, on the possibility of timetable and

.../2

organizational modifications that could ease the pressure on open classrooms in our present main building. Al will be providing further information on this matter in due course. We expect that decisions in this regard, would become effective in January or September 1989.

- 6) It is of importance that the temporary removal of amenity space from faculty and staff be rectified by January - a commitment made to the college community. Bev Miller, Acting Director of Social Services and Allied Health, has consented to make up a team of people who will review past and present amenity space available to faculty and staff, and make recommendations to the Management Committee on the matter. This report is expected by the end of October, and will be shared with the college community. Bev's committee has been asked to explore the possibility of arrangements other than a simple return to the previous room configuration - for example, an enlarged and upgraded common facility for all college employees. Bev's group will be providing further information, and calling for input in due course.

WLD/ym



Province of
British Columbia

Ministry of
Advanced Education
and Job Training
"SKILLS FOR LIFE"

Parliament Buildings
Victoria
British Columbia
Canada
V8V 1X4

August 23, 1988

TO ALL INTERNATIONAL EDUCATION TRAINING GROUP MEMBERS:

Dear IETG member:

We have received from a CIDA contracting firm notification of a position in Jakarta which commences in October/November, 1988. If you know any candidates whom you think might be suitable please ask them to forward their resumes to the Ministry as soon as possible. Counselling and registrar personnel may have a particular interest in this position.

Position: Education Resource Center Coordinator/
Academic Counsellor
Duration: 2 years
Salary: \$40,000 - \$48,000 per annum plus CIDA benefits
Desired background: graduate degree, overseas living
experience, bilingual in French and English.

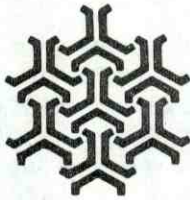
The successful candidate will establish a resource center in Jakarta as part of CIDA's General Training Program which provides counselling and language training services to Indonesian students destined to study in Canada. The incumbent will establish the resource center, provide counselling to Indonesian students and liaise with the Canadian Bureau for International Education, which places the students in Canadian institutions. Knowledge of Canadian training institutions, the educational system in Canada and experience with foreign students will be required in this position.

Please ask candidates to reply to:

Art Hamilton
International Education Branch
Ministry of Advanced Education and Job Training
1st Floor - 818 Broughton Street
Victoria, British Columbia
V8W 1E4

Yours sincerely,

Art Hamilton
CIDA Project Manager



DISCUSSING WITH STUDENTS THE CHARACTERISTICS OF SUCCESSFUL STUDENTING

Many new students do not know what a good college student is or what a good college student does. They understand good and bad grades in a general way, and they sense that they should attend classes; but that is where their knowledge begins and ends.

Most teachers know what a good student is—and is not. For one thing, a good student is not necessarily the most intelligent individual in a class.

Guided by this optimistic precept, I discuss the following list of characteristics of good students at the beginning of the semester. I supply my inexperienced students with a description of what a hard-working student does; I tell them what teachers like to see. By learning about these characteristics, students may better understand the day-to-day and class-to-class behavior of successful students. The idea is to provide inexperienced students with guidelines they can follow which will help them get down to the business of serious, successful studenting.

What Are the Characteristics of Successful Students?

1. Not surprisingly, they attend classes—regularly. Moreover, they are on time. If they miss a session, they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They make sure they get all assignments they missed and understand specifically what was covered in class.
2. They take advantage of extra credit opportunities if they are offered: They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students pass up, such as giving a five-minute presentation that substitutes for an essay.
3. Successful students speak in class, even if their attempts are a bit clumsy and difficult. They ask the questions that the instructor knows many in the class are bound to have, provided they are listening.
4. They see the instructor before or after class about grades, comments made on their papers, and upcoming tests. Sometimes they just want to ask a question or make a comment relative to the class discussion.
5. Successful students turn in assignments that look neat and sharp. They take the time to produce a final product that looks good, a reflection of a caring attitude and pride in their work.
6. They are attentive in class. They don't chat, read, or stare out windows. In other words, they are polite and graceful, even if they get a little bored.
7. Almost all work and assignments are turned in, even if every one of them is not brilliant. Successful students seem driven to complete all work.
8. The most successful students may well end up at the instructor's office door at least once during the semester: They'll go out of their way to find the instructor and engage him/her in meaningful conversation.

By discussing these characteristics and others with inexperienced students, instructors can point them toward success. It makes sense to provide new students with models and guidelines for the demanding task of doing well in school.

David Shults
Instructor of English

For further information, contact the author at Mohave Community College, Mohave Valley Campus, 3250 Highway 95, Riviera, AZ 86442.



OF STUDENT BONDAGE: A POKE AT PROFESSIONAL DISTANCE

I'm still naive. I like new semesters. They have the same clean, promising appeal as new years. New semesters are better, though, in their greater abundance. They give our syllabi and our professional selves multiple opportunities for rebirth. Frequent and regular renascence must be part of the benefits package that goes with college teaching. College instructors get more "fresh starts" than the unfortunates in other fields. They can make, therefore—and break, therefore—more resolutions. I've started many a semester with a lust for PPD—a lust for lack of intimacy with students—and usually a new strategy for achieving "nonintimacy." For the sake of PPD, I won't (I promise myself) let down my guard, smile broadly, smile warmly, listen to sob stories, listen to jokes, or look at family snapshots before or after class. I'll teach this course (for once) like General Patton. And we'll cover *all* the material. And we'll cover it *on time*. And we'll win the war.

There is always a problem with a new PPD strategy: namely, that I hate it. I hate the plans for distance because, in truth, I hate the distance once I have achieved it. Fifteen minutes into the second class period the PPD plan usually begins to fall apart. I recall that I'm not remarkably similar to General Patton. I notice that my students do not resemble brave soldiers. Some of them look peculiarly nervous. But *they* have little reason to fear. After all, *they* come to class well armed against PPD, with engaging personalities, with energy and earnestness, and in some cases with the most formidable anti-PPD weapon yet developed—a spontaneous sense of humor. At the slightest indication of an instructor's interest in them, they fire off all their artillery, battering down the barriers.

And what happens? Bonding begins. It isn't quite so tender as what occurs between parent and child in the moments following labor and delivery. But it has its own transient wonder. It isn't superglue, either. Still, it's strong enough to cement an alliance for a semester. For me the process starts with the first focused attempts to memorize names of students while they're writing. Thus, this two-second scenario: A student looks up, catches me staring, mouthing her name. She grins at discovering me and looks down at her work again. Suddenly, we have settled in for a semester together. We like our distinct identities, so we've started by getting our labels right.

The bond intensifies when we all work together on writing in progress. Another student brings me his problem paper. I read it carefully—even though he's impatient for a quick fix—and pause to think. He waits while I read. He watches me think. He's expecting a verdict—a colossal and irrevokable Thumb up or down. But I keep my thumbs on his paper. Together we start to look at what's there in the still unjudged writing. He tells me what he *wants* it to say. I tell him what it *does* say. Then we study wording. He tells me which words don't suit him. From the abridged thesaurus buried within, I present some other possibilities. He points out the parts of the writing that he likes best. I point out the parts I like best. We scrutinize punctuation. I show him where he has correctly used what he has learned in class and where he has apparently forgotten my excellent instruction. For a few minutes we have teamed to produce a masterpiece, albeit minor. The student appreciates the experience, regards it almost as a miracle. He can see definite improvement in his writing. I can sense a definite leap in his motivation. The mere acceptance of him and his writing and the moments spent with both will make everything I say all semester authentic to him. I'm not just a figurehead any more. I'm a friendly expert, a tappable resource. And he'll stay on tap. Bonded.

So PPD vaporizes It probably condenses again somewhere else, in an idyllic classroom down the hall. It undoubtedly works wonderfully there. But my resolution this semester will be to refrain from yearning for it.

Rebekah Womack
English Instructor

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For further information, contact the author at Lexington Community College, Cooper Drive, Lexington, KY 40506-0235.

Suanne D. Roueche, Editor
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